

Project: New Princess Anne Middle School Project

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Purpose: Notes from Awareness Sessions: 11.29.16

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INTRODUCTION

Awareness sessions were held in the PAMS library over the course of the day in roughly 30 minute increments. The intent of the sessions is for participants to help the planning and design team members understand specific programs, needs, insights of various stakeholders and from various perspectives.

Notes represent our understanding of what was heard, and are a combination of direct quotes and paraphrased ideas. Sessions are generally listed in the order in which they occurred.

Career Technical Education (CTE)

Alan Goins

1. Description
 - Put something in a kid's hands, and their focus increases tremendously
 - All learning is interrelated, when we separate subjects out, they lose relevance
 - Kids like the projects, because it makes them think, collaborate
 - Ethics/soft skills are as important as intellect & creative thinking in art is just as important to use in math
 - Also, kids need to be introduced to workforce skills
 - How to follow directions, communicate ideas, follow through
 - Failure is simply as means to success
 - Encourage students to incorporate as much of their own ideas as possible
2. Program/Activities
 - 26-30 students at a time
 - Student groupings: "full class collaboration" - all doing same project simultaneously but doing their own version/work
 - Occasionally group projects
 - Problem-solving: Shop plus STEM related activities
 - Teach 9-week courses, not in collaboration with other teachers (mostly comes down to time constraints)
 - 8th grade has semester-long classes
 - 8th grade will have 2 weeks of metal-working (allows failure with obvious ways they can fix it) make a fireplace shovel
 - Projects: Balsa bridge – simulation design, construction, CO2 cars, mouse-trap cars with motors, some competition
 - Past: Sand casting, forging, etc.
3. Successes
 - Kids are engaged, very few discipline issues
4. Challenges
 - Hard to grade / quantify knowledge
 - Synergistic lab – modular learning, "owned" by Goins. 12 modules (flight simulator, etc.). Could be more effectively used. Need a lab like this in the new school, but with better, more durable equipment (current is too fragile, makes it hard to take a whole class in there)
5. Needs & Ideas
 - Space – some outdoor activities (rocket project), use hallways too
 - Need outdoor access
 - Need student project storage lockers
 - Wonder what it would be like to have a math or science teachers to spend time in the shop, now they just walk by – could be more engaged with other subjects – like real world

Instructional Technology Specialist & Continuous Improvement

Participants (see sign-in sheet)

1. Description
 - Assist/Coach teachers in learning, using and integrating technology in classroom activities

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RRMM with BrainSpaces Inc.

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2. Program/Activities
 - PLCs are by grade level and curriculum, meet CIP at least 1x per quarter to share data
 - ITS staff enables tech use in curriculum, example: sphero project, uses library space now
 - ITS Coaching students and teachers, teachers also coach students
 - PAMS time is before or after lunch, students use time for tutoring, study hall, library, projects
3. Challenges
 - Computer labs are obsolete, but need space for testing (use computer carts now, need to be prepped)
 - Need consistent technology, internet connection, etc. teachers can't have back-up plans for all activities using technology
 - Hallways are way too long, need to be more accessible, in heart of the school, easy for teachers to access/consult with ITS
 - Movement without disruptions
4. Needs & Ideas
 - Need flexibility for variety of activities and flexible groupings
 - Need supervisable spaces
 - More interdisciplinary activities within the normal curriculum
 - Testing space needed, 3-week window of testing, needs relative seclusion.
 - Cart laptops need to be prepped before testing, space for staging (as testing becomes web based, then less prep will be required),
 - Apple store – good model for interactive tech space, genius bar
 - Need office space, meetings, training, etc.
 - We also work with teachers in classrooms, no need for dedicated training space
 - Flexible activity lab – applied learning labs
 - Production space, green rooms, project spaces that consider acoustics
 - Outdoor areas, outdoor learning, courtyards
 - At Kellam, see group rooms between classrooms
 - Lockers: now don't allow bookbags, so kids need lockers. Consider flexible locker system, use check-out system

Special Education, self-contained programs

Mindy

1. Description
 - smaller groups, a more close-knit environment, and one-on-one attention
 - address unique abilities of each student
 - support structure - help children feel safe while fostering creativity and learning
2. Program/Activities
 - Numbers: 1,500 students, 10% participate in sped programs, and 1% of those are self-contained
 - Currently have 2 classrooms, 10 students each, plus 2 teachers and 5 TA specialists depending on student needs
 - Level 3 is severe, not served on site at PAMS (Functional Academic Foundations)
 - Follow 6-7 grade schedule (explore with 7th, 6th grade pe, 6th grade lunch)
 - 2 classrooms: math/science & LA/social studies, specialists float between
 - For explore, students can choose courses, adapted for needs
 - Multi-age, some students stay an extra year, so body size is an issue
 - Some clustering of students based on skill level, behavioral issues, etc.
 - Need to practice vocational skills, like selling things through a dutch door, smoothie bar cart
 - Cooking lessons also in Teen Living Classroom
 - Food: lunch is early, so no need for snacks
3. Challenges
 - Want to be part of the general population, more included with mainstream students
 - Generally, kids don't work as well independently
4. Needs & Ideas
 - More central/inclusive, do not segregate/separate from general ed
 - Would be great for rooms to be connected
 - Toilet access, sink in room for hand-washing (have no need for shower or W/D if near Clinic)
 - Sink should be separate from bathroom
 - Quiet AC & Heat, particularly for kids with Autism
 - Spaces articulated within room
 - In-classroom technology options/choices, some stationary some mobile, flexible

- Varied types of storage (supplies, projects, work baskets)
- Varied seating for groups and individuals
- Nursing care needs (like non-verbal diabetic)
- Kitchenette for microwave and sink, small fridge (could use Teen Living Classroom for cooking)
- "Work baskets" like folding / sorting laundry, could also use Teen Living Classroom
- Students use clinic more often, should be near exit (fire drills)
- Side-rooms – multi-purpose: some behavior separation, autism sensory area, movement area, etc.
- Kids change for PE, need separate area in locker room, for privacy and getting help
- TA needs: place for coats/lunch/purse, have one shared desk in each classroom

Literary Coach

Participants (see sign-in sheet)

1. Description
 - Assess needs, ask what they want, and then coach teachers on how to achieve their goals
 - Students really want to learn, inspire them to show up
 - Electric, fun, feel energy, excitement of learning, excitement for school
2. Program/Activities
 - Work primarily with teachers through PLCs
 - Some work with small groups
3. Challenges
 - Currently split part time between 2 buildings, so focus is on training teachers to work with students
 - Hope to have full-time person at each school, currently based on student demographic
 - Need to be very creative finding space – use non-program space for teaching and learning, maximize use of building while also easy access for students
4. Needs & Ideas
 - Office space as think-tank for drop-in, traffic, learning commons
 - Love open fluid space, mixed-use space for interdisciplinary work, flexibility
 - Love traffic, more business of increasing engagement – do not need enclosed space – more of a hub of activity – genius bar
 - Some privacy for working with students who may not want to be visible
 - See Kellum: for small group rooms between every 2 classrooms (may be too many for PAMS, but like the idea)
 - Use window space
 - Blinds used for ability to control of distractions

Math Teacher

Participants (see sign-in sheet), Maureen

1. Program/Activities
 - 36 students/class, need flexible furniture, ability to use auxiliary spaces (use hallway now)
2. Challenges
 - Used to teach ES, misses how integrated the curriculum is compared to MS
 - Leveling requirements
3. Needs & Ideas
 - Variety of sizes of spaces (see Kellam)
 - Purposeful use of hallways
 - would like to work cross-disciplines (data collection collaboration with science)
 - space that opens up, so both classes could share a space
 - also ok to double up math classrooms, for easier leveling
 - more whiteboards in math classroom
 - should be uplifting for both students and teachers
 - adjustable lighting / zones of activities
 - furniture is important
 - smell, good air quality
 - acoustics
 - Storage for supplies, shelving, books, manipulatives, markers, etc. open for student access

Teen Living

Participants (see sign-in sheet)

1. Description
 - Food is a common denominator for many subjects: math, science, languages, social studies, economics, etc. electives in general
 - Hands-on is so critical for this age
 - Electives tie everything together
 - Curriculum addresses "greener life"
2. Needs & Ideas
 - 2 classrooms, could open to each other
 - Need W/D
 - Natural light, but also think of safety (lock-down)

Various Additional Conversations

As noted

2. Principal Bergren
 - Include geography of area in the interior design – take advantage of wide range of natural features
 - Experiential learning tying area and curriculum
 - As EDGE teams work on themes that connect content areas, will be more pervasive in rest of school
 - Pungo ferry bridge, terrific example of amazing natural features
 - Choice boards – curriculum framework without being too prescriptive
3. James Pohl
 - Middle school model is supported in district
 - Separation of grade levels: Breakneck is three floors, so very distinct, but more so than needed. i.e. math off team allows for more math levels
 - Usable hallways, open up learning beyond classrooms
 - Learning happens everywhere
 - Unique PAMS student body, very service oriented, involved, largest marching band, supportive community, great leadership and teachers willing to try new things
 - Encourage students to be leaders
 - lots of clubs, activity buses every day of the week
 - variety, flexibility, collaboration, quickly
 - learning commons, support multiple activities
 - see learning kiva at the previous PAMS site
 - speakers, guests, lectures
 - CTE and career presentations
 - Charging stations
 - Connections among curriculum, no silos, use themes and pathways

Music: All Programs

Terry Privette

1. Program/Activities
 - Current students in band is about 180, aim for 200
 - Largest band class is 52 (8th grade), next year projected to have 60 in class
 - Marching band
 - Jazz band
 - Orchestra
 - Choir - will also grow (current teacher is new)
 - "lend a hand" activity – music program supports fundraiser
 - Theater program is only offered for a 9-week session, taught by chorus teacher
2. Successes
 - 25-30 performances per year for band
 - Kids like recognition, celebrate accomplishments

- Space for trophies, consistently place high in festivals
- 3. Challenges
 - Stage is too small for visiting performances at current PAMS
 - Most limiting thing is the size of the stage. – want to be able to put all the kids on stage at once
 - Band is every day as an elective, not good to block schedule
- 4. Needs & Ideas
 - Need 3 music rooms: Band, Choir, Orchestra (currently uses classroom or stage)
 - Outside door from band room to parking lot
 - Flat floor in Band room, able to rearrange the room
 - Choir room, likes tiered floor, but ok with flat for added flexibility
 - Music rooms near theater
 - Would like to see an auditorium/theater, needs to be blackened, avoid cafeteria approach
 - Stage Big enough for 160-180 on stage, with pit
 - Stage screen(s) should be placed to allow for performers AND screens simultaneously (higher, to the sides, etc)
 - Theater needs lighting and sound systems, in control booth that's lockable
 - Theater needs to seat at least 500
 - Slanted floor in auditorium, could be shared community amenity, wanting the air force band to perform, etc
 - Need portable risers for chorus and jazz band
 - Practice rooms (now also used for storage)
 - Need storage for:
 - Concert Dresses and Vests/Uniforms with easy access
 - Instrument storage (not in classroom, needs its own space)
 - Band uniforms/hats
 - Acoustic shells are shared with other schools, not a huge problem to store
 - Sound system carts (vs built-in) for easy update and maintenance
 - Acoustically appropriate rooms (tuned)
 - Good acoustical separation between rooms
 - Sink and water fountain in band rooms, not orchestra room
 - Need windows, but not many

Music: Orchestra

Participants (see sign-in sheet)

1. Program/Activities
 - Orchestra program is 92 students total, use a classroom and stage, expecting to grow (71 to 92 in 3 years)
 - Need stand-alone room, sound separation from adjacent spaces
 - Combined concerts (band orch vocal)
 - Kids stand to practice
2. Successes
 - 4 concerts/year at the school, 10-12 concerts off-site
3. Needs & Ideas
 - dry acoustically
 - Storage for instruments, temp modulated, lockable. Access from within orchestra room.
 - Shared practice rooms - room for 2-3 players plus computer station for recording
 - Stage needs to be deep for 100-160 instrumentalists
 - Need access to a computer lab for writing music, composing, recording, editing, research the profession, research assignments, etc. for 10-12 students at a time
 - Would be nice to collaborate with core teachers/subjects
 - More rectangular shaped than square (like a stage)
 - May like mirrors/posture
 - Room should be able to support recording (be enabled for recording, "friendly")
 - Pit sized for small pit orchestra (approx. 20 players)